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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-benchmarks/the-keys-planning-learning/>

April 2015

Key Slides	
Powerpoint Handout	
World Readiness Standards	World-ReadinessStandardsforLearning... Details Download 148 KB
ACTFL Proficiency Guidelines	ACTFLProficiencyGuidelines2012_FINAL... Details Download 219 KB
NCSFL-ACTFL Can Do Statements	NCSFL-ACTFL Can-Do_Statements.pdf Details Download 607 KB
NCSFL-ACTFL Global Benchmarks	NCSFL-ACTFL Global Can-Do Benchma... Details Download 421 KB
Thematic Unit - Living in the City	Living in the City.docx Details Download 30 KB

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Focus Questions:

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- How do I plan for student learning?
- How do I make my students aware of their targeted learning goals?
- How will you know if each individual student truly understands the text?
- How do you ensure that the conversations students have are unrehearsed, that the answers are not always known?
- How do I teach students to write in another language?
- How do I use authentic text to develop skills in all 3 modes of communication?

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Backward Design

Identify desired results – What are the goals?

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What? → WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

How well? →

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WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities of home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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Mindset for Curriculum Design

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Proficiency

Branches: Text Type

- words
- sentences
- paragraphs



Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions

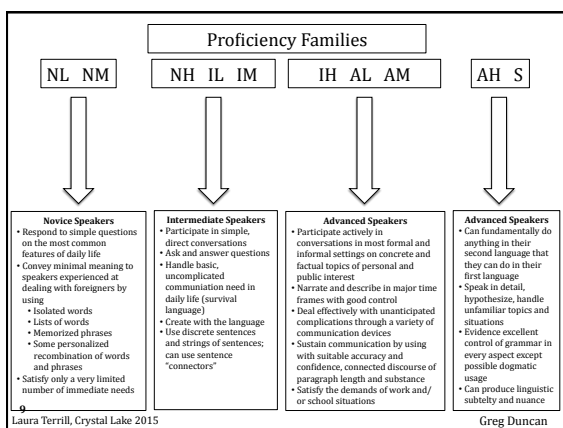
- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Roots: Content & Contexts

- Topics
- Social Situations

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Chantal Thompson



Major Levels - Novice

The "Parrot"

- Lists with words/phrases
- Makes attempts at conversation
- Memorized language
- Telegraphic
- Limited topic areas

WORD LEVEL



Chantal Thompson

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Major Levels - Intermediate

The "Survivor"

- Creates with language; recombines and adapts learned material to express personal meaning
- Asks and answers questions about familiar topics
- Handles simple situations

SENTENCE LEVEL



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Major Levels - Advanced

The "Storyteller"

- Full conversational partner
- Speaks with confidence
- Expands on a variety of concrete topics
- Narrates and describes in present, past and future time frames
- Handles a situation with a complication

PARAGRAPH LEVEL




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Proficiency

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Proficiency

- ☐ Independent of specific classroom instruction
- ☐ Spontaneous
- ☐ Broad content and context
- ☐ Sustained performance across all the tasks and contexts for the level

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ACTFL Proficiency Guidelines 2012 - Speaking

14	Novice	<ul style="list-style-type: none"> communicate short messages on highly predictable, everyday topics that affect them directly. use isolated words and phrases that have been encountered, memorized, and recalled. may be difficult to understand even by the most sympathetic interlocutors accustomed to non-native speech.
	Intermediate	<ul style="list-style-type: none"> create with the language when talking about familiar topics related to their daily life. recombine learned material in order to express personal meaning. ask simple questions. can handle a straightforward survival situation. produce sentence-level language, ranging from discrete sentences to strings of sentences, typically in present time. understood by interlocutors who are accustomed to dealing with non-native learners of the language.
	Advanced	<ul style="list-style-type: none"> engage in conversation in a clearly participatory manner in order to communicate information on autobiographical topics, as well as topics of community, national, or international interest. narrate and describe in the major times frames of past, present, and future. can deal with a social situation with an unexpected complication. speak in paragraphs; the language is abundant. sufficient control of basic structures and generic vocabulary to be understood by native speakers of the language, including those unaccustomed to non-native speech.

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Proficiency-based Rubric

Interpersonal Mode – Novice Learner


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Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only; familiar language.	Has no real functional ability.

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Performance

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Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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NCSSFL-ACTFL Global Can-Do Benchmarks

Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations with ease and confidence using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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Performance Rubric – Interpersonal Task

	Strong Performance 10	Meets Expectations 9	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task.	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.


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Text Type

Quantity and Organization of Language Expands

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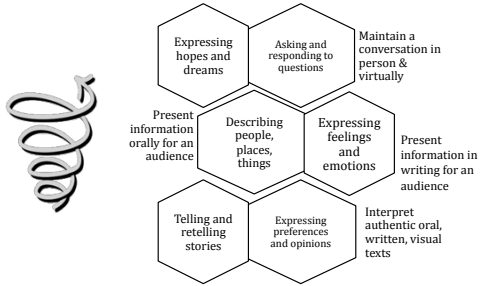
- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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Top Ten Functions and Related Tasks

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Increasing levels of proficiency

Novice	Intermediate			Advanced
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events

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Performance towards Proficiency

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Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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Your "apple save" moment....




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Teaching is

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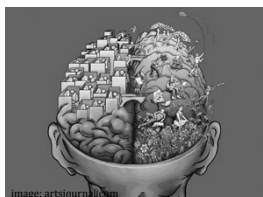
what occurs outside the head.

Ruby Payne

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Learning is

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*what occurs
inside the
head.*

Ruby Payne

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Using the Target Language and Providing Comprehensible Input for Instruction

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Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language



Plus besoin de faire ses lacets avec cette invention

- Real-world
- Culture rich
- Models of correct language

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Selecting Authentic Text

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Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, **with strong visual support.**

Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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Ouiiii! Mais que se passe-t-il?

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Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

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Complex Thinking — Simple Language

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No soy un abrigo.

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Helena Curtain

Une baleine à bosse passe juste devant lui mais il est trop captivé par son téléphone pour le remarquer

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Pour Eric Smith qui a pris cette photo au large de Redondo Beach en Californie, cette image est tout simplement le "reflet de notre époque". Dans les commentaires de sa publication, le photographe américain dévoile les coulisses de sa prise de vue: "Des baleines sautaient hors de l'eau à Redondo et ce petit bateau à voile a manœuvré jusqu'à l'endroit où cela se passait. J'étais à 15 mètres quand une baleine et son baleineau sont sortis de l'eau, juste à côté du bateau. Le type n'a jamais levé les yeux de son téléphone. Deux femmes à l'avant du bateau prenaient des photos mais lui n'a rien remarqué."

Interrogé par CBS News, Eric Smith a confirmé son témoignage et expliqué qu'une baleine est son petit jeu depuis longtemps à la surface de l'eau sans que l'homme au smartphone ne remarque quoi que ce soit. "Il aurait pu être en train d'écrire à sa mère à l'hôpital pour ce que j'en sais, mais je pense que c'est dommage qu'il ait manqué un si beau moment qui s'est déroulé à moins d'un mètre de lui", a également confié le photographe.

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L'ACTU DU JOUR



PLANÈTE 9 juin 2012

Le mot du jour : cacao

Bientôt la fin du chocolat ?



Sur cette photo, tu peux voir un employé récolter les cabosses d'un cacaoyer à Divo, en Côte d'Ivoire, en octobre 2010. C'est dans ces cabosses que l'on trouve les fèves de cacao. Et c'est à partir de ces fèves que l'on fabrique le cacao. (© AFP Photo/Sia Kambou)

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Tips for finding authentic text

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- Look for texts that address the essential question of the unit and allow students to work on the language functions of the unit.
- Do not look for texts that have specific vocabulary or structures.
- Do a google search using possible words, phrases in the target language, click on images and videos first especially for novice learners.
- Adapt the task, not the text.
- Become a fan of Pinterest.

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
* Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
* Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
* Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
* Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
* Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
* Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

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Making Authentic Text Comprehensible

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
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Practice in target language; assess in English

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Comment dit-on.....

How do you say.....



Cherchez les mots qui indiquent.....

Find the words that indicate.....

1. **une quantité de coca** (an amount of coke)
2. **pas toutes les profiteroles** (not all the profiteroles)
3. **une sauce blanche** (a white sauce)
4. **Quelque chose de jaune qui va souvent avec un hamburger** (something yellow that often goes with a hamburger)
5. **La nourriture qui exige plus de deux heures de marche pour éliminer les calories** (the food that requires more than 2 hours of walking to get rid of calories)

Quelle est l'idée principale?

What is the main idea?

- a. **La différence entre les hommes et les femmes** (difference between men and women)
- b. **Une comparaison entre les calories et l'activité** (A comparison between calories and activity)
- c. **La nourriture qui est de mauvaise santé** (food that is unhealthy)

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Interpretive Mode

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Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

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is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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During Reading

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- Guided
- Active
- Silent
- Individual

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After Reading

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- clarify
- reinforce
- extend knowledge

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Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper
ISBN 0942929144

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A
C
T
I
V
E

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A.C.T.I.V.E.

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Ask Questions

Moving from text explicit to text implicit

Who?	What?	When?
Where?	Why?	Which would?
If....then?	Who can?	How did?



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A.C.T.I.V.E. **Ask Questions**

44

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name "co-quí, co-quí, co-quí," soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquíes, the parrots chattered all day....but slept all night. Or tried to.

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A.C.T.I.V.E.

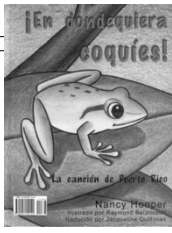
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Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Read aloud a short text and think aloud your comments.

Interesting idea	I'm confused
I disagree	Important idea
I remember	I'm surprised
I wonder	



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A.C.T.I.V.E. **Connect:**

- Text-to-self
- Text-to-text
- Text-to-world

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At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

But the coquíes were coquíes and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."

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A.C.T.I.V.E.

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Track Down

Determine the most important ideas and themes.

Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes



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A.C.T.I.V.E. **Track Down**

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Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

But they really frightened the little coquíes! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquíes silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

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A.C.T.I.V.E.

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Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.

Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

¡En dondequiera coquíes!
La canción de Puerto Rico
Nancy Hooper
Ilustraciones por Margaret S. Williams

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A.C.T.I.V.E **Making Inferences**

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The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....

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A.C.T.I.V.E

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Visualizing

Create visual and other sensory images during and after reading.

Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

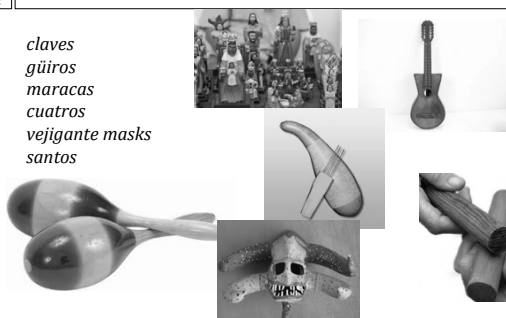
¡En dondequiera coquíes!
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Ilustraciones por Margaret S. Williams

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A.C.T.I.V.E **Visualizing**

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claves
güiros
maracas
cuatros
vejigante masks
santos



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A.C.T.I.V.E

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Eureka!

Retell or synthesize what has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.

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R.A.F.T

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Role	Audience	Format	Topic
parrot	coquíes	letter	Complaining about the noise
parrot	coquíes	song	Begging them to return
coquíes	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquíes	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

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Meaning does not arrive because we have highlighted text or used sticky notes or answered the comprehension worksheet.

Meaning arrives because we are purposefully engaged in thinking while we read.

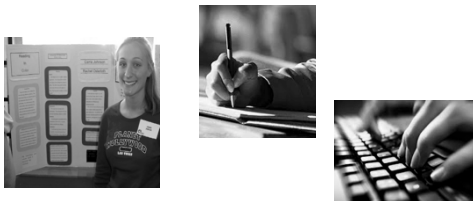
- Tovani

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Presentation Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentation Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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Writing is Thinking



Writing Makes Thinking Concrete

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 **COMMON CORE**
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

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Writing 2011
Target Percentage Distribution of NAEP writing tasks


Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20

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6 + 1 Traits of Writing


Ruth Culham



- Ideas
- Sentence Fluency
- Organization
- Word Choice
- Voice
- Conventions
- + Presentation

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Ideas

Ideas make up the content of the piece. Writers move from the general to the specific. *"They describe the bits and pieces of life, the ordinary, in extraordinary ways...They have something to say in their writing that no one else does. Their ideas come alive!"*

Ruth Culham

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Use Inquiry

Inquiry is essential to good writing.

- images, art
- talking
- reading
- viewing

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Une carte postale arrive 72 ans plus tard


Mardi 1 septembre, 06h16

Cette carte postale est arrivée à la poste de Monaco la semaine dernière, en provenance du centre de tri de Nice.

Arrivée le 25 août 2009, la carte avait été postée le... 11 août 1937!

Postée à Saint-Etienne-de-Tinée, dans les Alpes-Maritimes, par M. Achierdi, cette carte postale était destinée à Fernande, sa fiancée.

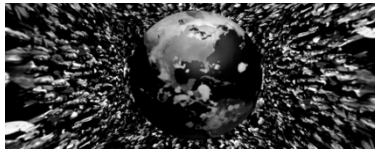
Une fiancée décédée en 1969.....



Laura Terrill, Crystal Lake 2015

64

Teammates Consult




What are the implications of reaching 7 billion for the Earth's population?

Discuss with your group. Then, pick up a pen and write an answer in your own words.

Laura Terrill, Crystal Lake 2015

65



Sentence Fluency

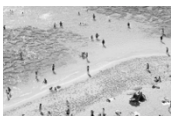
"Fluent writing is graceful, varied, rhythmic — almost musical. It's easy to read aloud. Sentences are well built. They move. They are varied in structure and length. Each one seems to flow right out of the one before."

Ruth Culham

Laura Terrill, Crystal Lake 2015

66

Write 5 sentences about summer.....



It's summer. It's hot. I love to swim. I like the beach. I like to play volleyball.

Laura Terrill, Crystal Lake 2015

Teach transitions

67



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

Laura Terrill, Crystal Lake 2015

Conventions

68

Laura Terrill, Crystal Lake 2015

Write to incorporate structures.

69



Write a short description as if you are the one in these pictures. Write as much as you can. Include:

- personal details – name, age, nationality, where you are from
- physical traits and personality traits



Laura Terrill, Crystal Lake 2015

Interpersonal Mode

70

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



Laura Terrill, Crystal Lake 2015

Interpersonal Communication....

71

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill, Crystal Lake 2015

72



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.uu.se/com/photos/dilaudid/4954719152/sites/m/>
Markus Koljonen – website: <http://blackswan.carbonmade.com>

Laura Terrill, Crystal Lake 2015

Communicatively Purposeful?

73	More Traditional Activity	Communicatively Purposeful....
	Find out which classes you have in common	Find out who has the busiest day this week
	Describe your ... to your partner	Find out how compatible you and your partner are in the area of ...
	Provide a summary of a story or article	Work with your partner to retell story or summarize an article
	Present a work of art to the class	Go on a gallery walk (art on classroom walls) with a partner to decide on a work of art for your city's museum to purchase
	Give five reasons for taking a trip to ...	Identify ways that you and your partner could provide service on a trip to address a global issue

Laura Terrill, Crystal Lake 2015

Asking Questions




Laura Terrill, Crystal Lake 2015


Raise the proficiency level

75

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always




Laura Terrill, Crystal Lake 2015


Raise the proficiency level

76

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



Laura Terrill, Crystal Lake 2015

Raise the proficiency level.....

77



1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

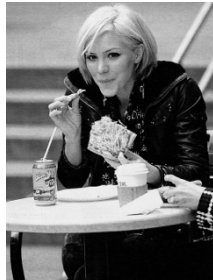
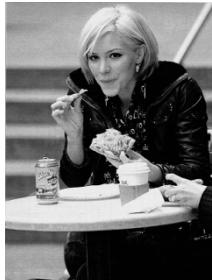


Find out what your partner did last night.
Ask a follow-up question to get more details.

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What's different? Teach Circumlocution.

78

Laura Terrill, Crystal Lake 2015

Develop the Role Play

79



Make plans for your time in Puerto Rico.

- Discuss what you would do each day; consider the weather.
- Comment on what teenagers in Puerto Rico like to do.
- Discuss something you really want to do and something that isn't of great interest.
- Justify why you don't want to do something.

Laura Terrill, Crystal Lake 2015

Petit déjeuner ou déjeuner?

Breakfast or lunch?

80



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Structured Debate

81

Imagine their lives.
Where would you rather live and why?



What might cause you to change your mind and why?

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Conventions

82

Correct use of all conventions	⇒	Risk-taking
Writing errors are bad, they are indicators of failure	⇒	Writing errors are good, they are opportunities for instruction

"It has now become conventional wisdom..... that the best way to teach conventions is by example, using texts students create."

--Culham

Laura Terrill, Crystal Lake 2015

Grammar Continuum

83



Deduction	Guided Induction	Induction
	Explicit	Explicit	Implicit	
Rules	Metalinguistic Awareness	Input Enhancement	Structured Data	Frequency

<http://coerll.utexas.edu/methods/modules/grammar/83/>

Laura Terrill, Crystal Lake 2015

Grammar in Context

84

Presentation

A

C

E

Shrum & Glisan

Laura Terrill, Crystal Lake 2015


Bébé Lilly: Les bêtises

85

J'ai tout mangé le chocolat
J'ai tout bu le cola cola
Et comme t'étais toujours pas là
J'ai tout vidé le Nutella
j'ai tout démonté tes tableaux
j'ai tout découpé tes rideaux
Tout déchiré tes belles photos
Que tu cachais dans ton bureau

<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

Laura Terrill, Crystal Lake 2015




Bébé Lilly: Les bêtises

86

I ate all the chocolate
I drank all the cola cola
And as you were still not there
I finished all of the Nutella
I took down all your pictures
I cut all your curtains
Tore all your beautiful pictures
That you were hiding in your desk

<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

Laura Terrill, Crystal Lake 2015



Grammar in Context

87

Presentation
Attention
C
E

Laura Terrill, Crystal Lake 2015


Bébé Lilly: Les bêtises

88

J'ai tout mangé le chocolat
J'ai tout bu le cola cola
Et comme t'étais toujours pas là
J'ai tout vidé le Nutella
j'ai tout démonté tes tableaux
j'ai tout découpé tes rideaux
Tout déchiré tes belles photos
Que tu cachais dans ton bureau

<http://notrepetitblog.blogspot.com/2010/02/le-passe-compose-en-chanson.html>
http://www.dailymotion.com/video/xktt8_bebe-lilly-les-betises_music

Laura Terrill, Crystal Lake 2015



Grammar in Context

89

Presentation
Attention
Co-construct
E

Laura Terrill, Crystal Lake 2015

Passé composé

90

manger Hier, j'**ai mangé** le chocolat.
tirer D'abord, j'_____ sur la queue de mon chat.

Laura Terrill, Crystal Lake 2015

Passé composé

91

manger Hier, j' ai mangé le chocolat.

tirer D'abord, j'ai tiré sur la queue de mon chat.

frapper Puis, _____ mon frère.

Laura Terrill, Crystal Lake 2015

Passé composé

92

manger Hier, j' ai mangé le chocolat.

tirer D'abord, j'ai tiré sur la queue de mon chat.

frapper Puis, j'ai frappé mon frère.

oublier Aussi, _____ mes devoirs.

Laura Terrill, Crystal Lake 2015

Passé composé

93

manger Hier, j' ai mangé le chocolat.

tirer D'abord, j'ai tiré sur la queue de mon chat.

frapper Puis, j'ai frappé mon frère.

oublier Aussi, j'ai oublié mes devoirs.

jurer Enfin, _____ à mon père et il m'a grondé.

Laura Terrill, Crystal Lake 2015

Passé composé

94

manger Hier, j' ai mangé le chocolat.

tirer D'abord, j'ai tiré sur la queue de mon chat.

frapper Puis, j'ai frappé mon frère.

oublier Aussi, j'ai oublié mes devoirs.

jurer Enfin, j'ai juré à mon père et il m'a grondé.

What is the rule? How would you explain how to speak and write in the past?

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Grammar in Context

95

Presentation

Attention

Co-construct

Extend

Laura Terrill, Crystal Lake 2015

96



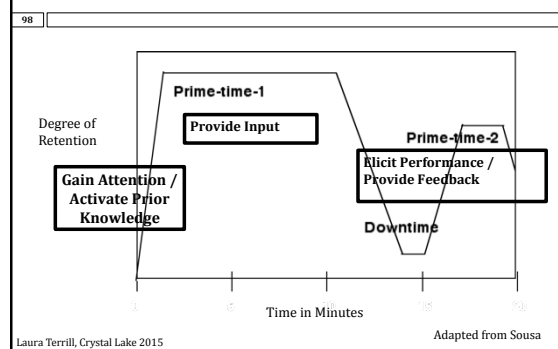
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Student Can-do's

I can	Yes	With some help	Not yet
Identifying places in a city			
Asking for and following directions within a city			
Describing places in a city			
Expressing preferences with reasons about what cities to visit			
Making comparisons between cities in the US and cities in France			
Identifying places in a city			

Laura Terrill, Crystal Lake 2015

Primacy-Recency



Laura Terrill, Crystal Lake 2015

Adapted from Sousa

Key Lesson Planning Question

What will the students be required to do, say, make, or write during the lesson that will both deepen and assess their learning?

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Setting Lesson Goals

- ☐ Video p. 112
- ☐ Bell ringer
- ☐ Act. 1 p. 14
- ☐ Exprimons-nous p. 114
- ☐ Act. 4 p. 115
- ☐ Comparisons p. 123
- ☐ Reading p. 136
- ☐ Numbers to 60
- ☐ Homework

What are the goals for today's lesson?

Laura Terrill, Crystal Lake 2015

Setting Lesson Goals

- ☐ Video p. 112
- ☐ Bell ringer
- ☐ Act. 1 p. 14
- ☐ Exprimons-nous p. 114
- ☐ Act. 4 p. 115
- ☐ Comparisons p. 123
- ☐ Reading p. 136
- ☐ Numbers to 60
- ☐ Homework

• **Name** places that are found in / near cities

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Lesson Goal

Function(s): **Name** places that are found in/near cities

Structure(s): there is/there are indefinite articles

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Reflection

103

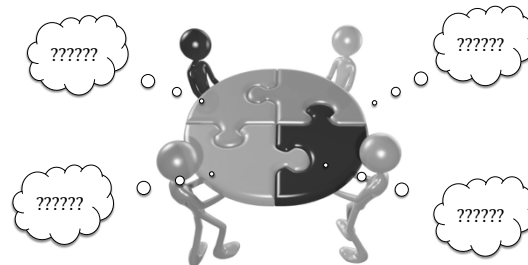


What were learners able to do as a result of the lesson that they couldn't do at the start of the lesson?

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Bringing the pieces together....

104



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Getting the most out of a text

105



- What might you do as an interpretive task?



- What interpersonal conversation do you imagine students having with others?

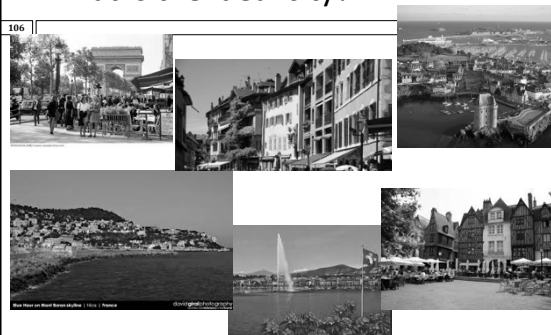


- What might students do in the presentational mode?

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What is the ideal city?

106



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What makes Angers special?

107

Géocaching au Moyen-âge, cap ou pas cap ? (1)

Cette cache a été mise en place par l'Office de Tourisme d'Angers avec l'aide de www.geocaching.com

GC466VN

Difficulté : ★★★★★

Taille de la cache : 10x10x10

Quête : 10

Statut : 10

Attributs : 10

Le circuit cycliste Sarthe-Pays de la Loire sera de retour à Angers le 8 avril. (Photo: Thierry Baudouin/Office de Tourisme d'Angers)

Week-ends & Séjours

Se détendre, s'évader, s'émerveiller le temps d'un week-end ou de quelques jours !

RESERVER

Bois, nature, sports, animations, spectacles... un beau programme d'été pendant le printemps à Angers, avec de nombreux événements pour tous les amateurs de sport.

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Gain Attention/Input

108

Une journée à Angers



Students list words and phrases they associate with the images.

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Y a-t-il....? Il y a ou il n'y a pas de.....?
Is there? There is or there isn't.....

109

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Comment est Angers?

110

J'y vis depuis que j'ai 18ans, (et j'en ai 43)
 C'est une ville calme, très bien achalandée si tu aimes les petites boutiques, il y en a pour tout les gouts du baba-cool aux très chic..ecoles dans tous les coins de la villes, cuisine scolaire public, bien d'après mes enfants qui y mange tous les jours..Bars, je ne les fréquente pas mais je sais qu'il y a de tout aussi...Restaus , (que l'embaras du choix, marocains, turc, végétaliens, canadiens, médiéval, resto à viande etc..) Pour aller à la mer, nous y allons souvent , il faut 1h15 direct par l'autoroute pour te rendre sur la cote atlantique..
 voilà ce que je peux te dire..
 Bis CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Comment est Angers?

111

I have been living here since I was 18 years old, (and I am 43)
 It is a quiet town, very well stocked if you love the little shops, there is something for all tastes of hippie with very chic..schools in every corner of the city, public school cafeterias, good according to my children who eat there every day ..Bars, I do not frequent them but I know there are many... restaurants (so many choices, Moroccan, Turkish, vegan, Canadian, medieval, meat restaurant etc ..)
 To go to the sea, we go often, it takes 1:15 by highway to get you to the Atlantic coast ..
 this is what I can tell you ..
 Kisses CLo

http://forum.aufeminin.com/forum/preschezvous19/_f1943_preschezvous19-C'est-comment-angers-quelle-distance-par-rapport-a-la-mer.html

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Proof for		Proof against
112	Clo a 18 ans. (<i>Clo is 18.</i>)	<i>Clo a 43 ans.</i>
	On peut faire les magasins. (<i>You can shop.</i>)	
	Il y a beaucoup de restaurants. (<i>There are a lot of restaurants.</i>)	
	Angers est près de la mer. (<i>Angers is near the sea.</i>)	

Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.

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D'après Clo, qu'est-ce qu'il y a à Angers?
According to Clo, what is there in Angers?

113

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Elicit Performance/Provide Feedback

114

Quick Write

Write for 2 minutes about city life. What is there in a city? What do you like to do? Why do you go to different places?

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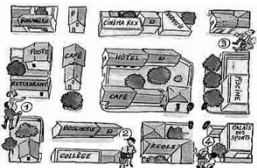
Suivre une direction

Où est-ce qu'ils veulent aller ? Lisez les indications et trouvez les destinations.

115

1. - Pardon, madame - pour aller à la/au , s'il vous plaît ?- Alors, vous continuez, vous passez devant la boucherie, là, puis vous continuez toujours tout droit jusqu'au feu. Là, vous tournez à gauche. Vous allez tout droit, vous traversez une rue. Elle est là, au coin de la prochaine rue, sur la gauche.

la banque
le cinéma
la pharmacie
la poste
le café
un feu
la boulangerie



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Les dix plus belles villes du monde

http://ma-planete.com/blog/view/id_33237/title_LES%20DIX%20PLUS%20BELLES%20VILLES%20DU%20MONDE/

116

10. Montréal figure souvent parmi les listes des villes les plus romantiques de la planète. Pour les Américains surtout, Montréal représente un heureux mélange de charme européen et de culture nord-américaine. Pour les sorties en tête à tête, au restaurant, dans un bar ou au concert, Montréal n'a pas son pareil.



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Global Challenges: Food and Hunger What is hunger?

117



Laura Terrill, Crystal Lake 2015

Gain Attention

118



Students list words and phrases they associate with the images.

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Provide Input:

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

119

Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Laura Terrill, Crystal Lake 2015

Cameroun: un jour dans la vie d'une réfugiée Centrafricaine



120

Process:

1. Students read text silently and write one or more questions that can be answered in the text.
2. Students pair and ask each other their questions.
3. Teacher asks non-volunteers to share a question, may write correctly as student asks question.
4. Students think and share answer with partner; teacher selects non-volunteer to answer.
5. Process continues.
6. Teacher may ask questions to address parts of the text that are essential that have not been addressed.

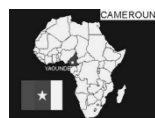
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Elicit Performance/Provide Feedback

121

Process:

Retell the story by writing true statements about each image.

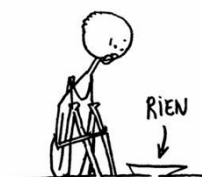


Janvier Mars
Février Avril
Mai Juin
Août Juillet
Septembre Octobre
Novembre Décembre



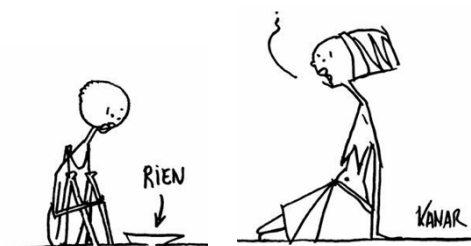
Laura Terrill, Crystal Lake 2015

122



Laura Terrill, Crystal Lake 2015

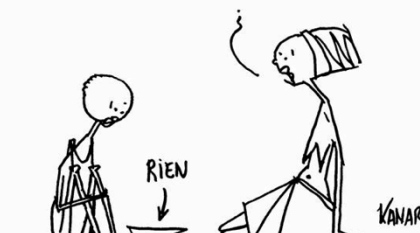
123



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124

Pense UN PEU À TOUS CES MALHEUREUX OBÈSES
QUI ONT TROP À MANGER !



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<http://sousalimentation.canalblog.com>

Working with video - vocabulary

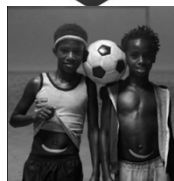
125

- ☐ Show the video without images or show the video without sound.
- ☐ Ask students to list words and phrases they think they will hear based on the images
- ☐ Alternatively, show images and ask them to predict what the song is about based on the images.

Laura Terrill, Crystal Lake 2015


What is it about?

126



Laura Terrill, Crystal Lake 2015

Shakira – La La La



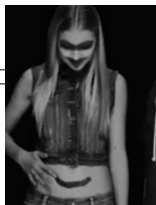

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Consider the symbolism

Tackle one at a time...

- Use of color vs black and white
- Animals
- Flags
- Smiles
- Drums
- Soccer Ball

Ask for reasons or offer choices that suggest reasons.

Laura Terrill, Crystal Lake 2015

Shakira

What do you know about Shakira from the song?
How do you know it?




Laura Terrill, Crystal Lake 2015

Letra – cloze activity

Toda mi vida, fue así
Yo a ti te busqué
Hasta que llegaste
Con esa boca que Dios te ha dao
Ni obligada, podría dejarte
Las ganas de ti, me devoran
Los segundos de todas las horas
Tus dos luceros son los que quiero
Sin tus ojos azules me muero
Ven y bésame mucho
El mundo no importa
La noche comienza
No no no pares ahora

What words would you leave out?

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Cloze Activity

Drop words that are known and obvious from context.

La la la la la
I dare you
Feel how the planet's
Become one
Beats like a drum
To the same rhythm
Hear the whistle
Kick the ball
The entire world
Soars like an eagle
In Rio we play
Like we dance

Word bank
(only if necessary)

drum
eagle
you
kick
dance

Laura Terrill, Crystal Lake 2015

Shakira's "La La La" Celebrates World Coming Together, Supports School Meals

23 May 2014

What happens when Shakira and Activia join forces to support WFP? Transformational programmes receive much-needed funding, and thousands of people hear about it for the very first time.

Providing funding, raising awareness

When Shakira and Activia, one of the world's largest yogurt brands, teamed up to make the music video for "La La La (Brazil 2014)" they wanted to celebrate the world coming together. But that is not all; using the music video, they wanted to shine the spotlight on WFP's School Meals Programme – one of the many ways WFP and our partners are building a world with zero hunger.



Shakira and Activia are helping build a world with zero hunger. With the launch of the music video "La La La" they are shining the spotlight on WFP's School Meals Programme. Click [here](#) to watch the video and learn more.

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Homework or silent in class reading for cognates.....
summarize in English, focused discussion in Spanish

133

Hambre Mundial

Hoy en día 870 millones de personas sufren de desnutrición en el mundo. Eso significa que una de cada ocho personas no tienen alimentos suficientes para estar saludable y llevar una vida activa. De hecho, el hambre y la desnutrición son el principal riesgo para la salud en todo el mundo - más que el SIDA, la malaria y la tuberculosis juntas.

Entre las principales causas del hambre están los desastres naturales, los conflictos, la pobreza, la pobre infraestructura agrícola y la sobreexplotación del medio ambiente.

Además del hambre que se siente cuando se tiene el estómago vacío, también existe otro tipo de hambre: el hambre oculta. Ésta es producto de la deficiencia de micronutrientes y hace a las personas más susceptibles a

El hambre no sólo repercute sobre el individuo, sino que también impone una carga económica para el desarrollo global. Los economistas estiman que un niño cuyo desarrollo físico y mental ha sido atrofiado a causa del hambre y la desnutrición, puede dejar de recibir entre el 5-10 por ciento de la totalidad de sus ingresos de vida.

Entre los Objetivos de Desarrollo del Milenio que la Organización Naciones Unidas ha establecido para el siglo XXI, encabeza la lista la reducción a la mitad de la proporción de personas que padecen hambre. A pesar que se logró un buen progreso en la reducción del hambre crónica en la década de 1980 y la primera mitad de la década de 1990, los

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Go to website....

Have students figure out number.....

134

4,201,362

nutritious school meals have already been provided to kids thanks to Shakira, Activia and people like you. Help us keep the momentum going!

Just \$5 feeds a child in school for a month

Laura Terrill, Crystal Lake 2015

135



La Fundación Pies Descalzos fue fundada en Barranquilla, Colombia a finales de los años 90. Shakira, con tan solo 18 años, decidió centrar sus esfuerzos en mejorar la educación, nutrición y salud de la niñez más vulnerable. La Fundación ofrece programas de apoyo a los niños y sus familias ofreciendo soluciones reales que no solamente mejoran la calidad de sus vidas sino que también les garantiza su derecho a una educación de calidad, que va a determinar su crecimiento y su éxito en la sociedad.

Facebook / Twitter / Instagram / YouTube

Laura Terrill, Crystal Lake 2015

Presentational Writing

Students write summary of video, retelling the story in simple sentences.

- Shakira sings.
- She likes soccer.
- She is Colombian.
- There are soccer players, animals.
- A little boy plays soccer, etc.

Students work in pairs or groups to add a verse to the song, change the chorus, etc.

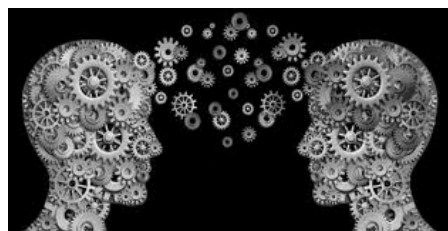
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Interpersonal

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□ Students pair to discuss the song, soccer and Shakira. They comment on things they like and don't like with regard to the video, favorite parts, etc. They give their opinions about soccer and/or other sports. Finally, they comment on Shakira and share information they know about her.

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The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

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- Lyrics:
<http://www.dicelacancion.com/letra-la-la-la-shakira>
- Philanthropy
<http://www.shakira.com/philanthropy>
- World Food Program
<http://cdn.wfp.org/2014/shakira-give-school-meals/>
- US Weekly – Article about song
<http://www.usmagazine.com/entertainment/news/shakira-la-la-la-brazil-2014-son-milan-video-2014225>

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